USAWC STRATEGY RESEARCH PROJECT

THE U.S. ARMY WAR COLLEGE – AN ANALYSIS OF CLASS AND SEMINAR COMPOSITION AND THE IMPACTS OF OPMS III

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As the U.S. Army transforms, the United States Army War College (USAWC) endeavors to determine whether the right officers are attending the USAWC and what defines the experience base of arriving students. This paper provides insights into the characteristics of the current and recent resident USAWC classes by examining the mix of branches and functional areas among the Army Active Competitive Category (ACC) officers. An overview of the processes that affect the selection and slating of officers for Senior Service College provides insights on the ACC officer distribution at the USAWC. Analysis shows the impact of the new officer management system (OPMS III) on the USAWC class and the changing characteristics of students in terms of operational depth and specialization skills. Additionally, the overall class mix is examined in terms of Reserve Component, sister service, civilian, and foreign officer representation. The examination of the overall mix is extended to show the student distribution of these groups within the seminars that comprise a class.

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PREFACE

I would like to acknowledge a few individuals in my effort to complete this research project. First, my project advisor, Professor William T. Johnsen, provided invaluable advice and counsel throughout this project and on each draft. His vast knowledge of the U.S. Army War College and scholarly research greatly improved this project.

Second, my thanks to Lenny Wong for sharing ideas and indulging me in the discussion of this effort. A longtime friend, his candor and feedback were motivating.

Finally, I would like to thank my wife, Donna, for her endless support and patience.

In the end, this product is my own effort, and any shortcomings are purely mine.

LIST OF TABLES

THE U.S. ARMY WAR COLLEGE – AN ANALYSIS OF CLASS AND SEMINAR COMPOSITION AND THE IMPACTS OF OPMS III

The United States Army emphasizes and values its professional military education system. The institutional training and education afforded to today's soldiers, in conjunction with self-development and operational experience, develop and define the professionalism of the U.S. Army. For most officers, attendance at a senior service college[1] (SSC) represents the culmination of their official military education.[2] The completion of education requirements either at one of these institutions, an accredited equivalent foreign senior service college or one of a few designated fellowship programs at a civilian institution, earns graduates the highest level of military education (MEL-1). Designed to prepare selected officers for strategic level responsibilities "the senior service colleges are the wellspring from which the services will draw their future leadership."[3] The Army is most reliant on the United States Army War College to educate its future leaders at the senior service college level – no other institution or program instructs as many Army officers at this level of education.

The USAWC must maintain relevance to meet the needs of the Army. A continuous review of pedagogy and curriculum are critical to keeping stride with changes in the Army. Given the advent of a new officer personnel management system and the Army's emphasis and commitment to Transformation, one could argue that at no time has this been more true than today. As the provider of the highest military education level for the Army's senior leaders of 2020, the USAWC must prepare to receive these officers as students in the year 2010 and beyond. In this regard, the USAWC has numerous ongoing and complementary efforts designed to analyze future changes in the Army and to understand their impact on the college and its mission. The complexity of such study is enormous. In a systems approach, the USAWC must understand at one end what skills and experiences the arriving students bring to the school as they begin the academic year. At the opposite end, the USAWC must understand what the Army requires of its graduates. In the middle, the USAWC must develop and present a curriculum that joins the ends.

One critical question central to the college's efforts is whether the right officers are attending the USAWC. This is not a question of whether the most qualified individuals are attending the college. Rather, in a broader sense, it is a question of whether the right mix of officers – in terms of career branches, career fields and specialty representation – are graduating in order to meet the Army's requirements in the years following graduation. This is difficult to answer because the requirements for MEL-1 officers are not explicit in written policy. While there is an understanding among some USAWC administrators that the Army's leadership

believes the USAWC's curriculum should emphasize strategic decision-making and the operational art primarily for the Army's future warfighters,[4] implementation of the new officer personnel management system would appear to move in a contrary direction.

This paper provides insight into the characteristics of the current and recent resident USAWC classes and examines the mix of branches and functional areas among the Army Active Component officers who attend the USAWC, as well as the overall mix of students in a USAWC class when Army Reserve Component officers, officers from sister services, civilians, and foreign students are considered. The examination of the overall mix is extended to student distribution within the seminars comprising each class. This approach highlights the impact of recent changes in the officer personnel management system on the current class composition when compared to previous classes. Examination of the process provides an overview of the current systems that affect the formation of a USAWC class and assesses their impacts. These systems include the selection process that determines who attends SSC and the slating process that determines in which program an officer will participate. Findings and trends are compared to historical data from previous classes. Where appropriate, recommendations or considerations are provided.

SCOPE

In meeting its education requirements, the USAWC produces graduates through both resident and non-resident education programs. Active Component (AC) and Reserve Component (RC) officers are selected to participate in both programs. While the two programs are relatively equal in size, the preponderance of RC officers graduate from the non-resident program.[5] This paper focuses only on AC officers who attend the resident program. Discussion of the selection and slating of AC officers applies only to the Army Competitive Category (ACC). The selection and slating of non-ACC officers (medical branches, the Judge Advocate General's Corps and the Chaplain's Corps) occurs independent of the ACC officers and under unique policies that are not part of this review. Although Reserve Component officers who attend the resident course are included in discussions of the class and seminar mixes, policies affecting their selection and slating are not addressed. These diverse issues, which would be raised with the inclusion of the non-resident course and the Reserve Component processes, exceed the allowable scope of this research. This does not imply that these issues are insignificant or do not warrant investigation by others. Likewise, civilian and foreign officer students are addressed only with regard to their composition in a resident class.

The analyses supporting this paper are primarily the comparison of data that characterize a group, or subgroup, of officers selected or slated for a SSC year group. Data sources included: the Registrar Office, USAWC; board results released by the Army's Personnel Command (PERSCOM); and the Military Education Level One Study for MEL-1.[6] There are several challenges of note regarding the data. Each source maintained different data elements for unique purposes; therefore, the data was not always uniform or consistent with its intended use in this paper. In some instances, data has been manipulated to update (e.g. change an obsolete code such as FA97 to Acquisition Corps), eliminate duplication (primarily records of officers that deferred SSC attendance), or otherwise correct records for consistency.[7] All assumptions or adjustments regarding data interpretation are annotated. Additionally, the dynamic nature of individual personnel actions could result in some erroneous data. With these challenges considered, the data is believed still to be sufficiently accurate for identification of general trends as represented in this paper.

OPMS III

The focus of this paper, the composition of the USAWC class, is not a new issue. A literature search verifies the Army's emphasis and reliance on a professional military education system. Numerous internal and external studies, action plans and reports have evaluated and assessed the Army's formal education process. The composition of the USAWC class was principle to at least two such studies: the Review of Education and Training for Officers (RETO) completed in 1978 and the Military Education Level One Study (MEL-1) completed in 1990. The MEL-1 Study was an extensive effort prepared by a selected group of USAWC students at the request of the Chief of Staff, Army (CSA). It is the best single source document on a range of SSC, USAWC, and MEL-1 issues and the most recent study of significance. While it is probable that recommendations from either of these studies had policy implications, a changing Army has overcome most of these research efforts. That change most responsible for invalidating these studies is the implementation of the new officer personnel management system.

Officer Personnel Management System III (OPMS III) is the current system used to manage the Army's officers. OPMS III was implemented in July 2002 as the result of a five-year study (OPMS XXI) to develop a system that would address officer management holistically. The goal of OPMS III is to manage officers from a strategic perspective using methods meant to improve the overall effectiveness of the Army as an organization. The goals for the new system are to:

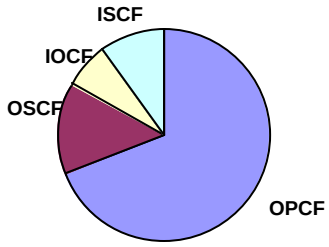
Enhance the war-fighting capability of the Army by stabilizing field grade leadership in units and by providing unit leaders with greater depth of experience and development.

Provide all officers with a reasonable opportunity for success, by promoting not only officers specializing in war-fighting, but also those officers who are specialists in those institutional functions associated with supporting the warfight and "running" the Army.

Balance the mismatch between the grades and skills by the Army authorization documents, and the grades and skills of the field grade officer inventory.[8]

OPMS III currently applies only to Active Component officers within the Army Competitive Category. Among the most significant changes introduced by OPMS III was a new approach to the management of field grade officers. Under OPMS III, field grade officers are managed in one of four career fields rather than by a basic branch and a functional area. Officers are assigned to a career field after selection for promotion to major and compete for promotion to lieutenant colonel and colonel in their assigned career field. Career fields are comprised of distinct groupings of branches and functional areas. An officer's branch or functional area within their career field is the control branch.[9] The restructuring under OPMS III created new functional areas and eliminated others. The composition of the career fields is based on Army requirements and currently distributed as follows:

Operational Career Field (OPCF) – 69%
Operational Support Career Field (OSCF) – 14%
Information Operations Career Field (IOCF) – 7%
Institutional Support Career Field (ISCF) – 10%



Provided at Appendix A is a listing of the OPMS III branches and functional areas by career fields and their designation codes.

The changes from OPMS III resulted in a new look to officer management that goes beyond the traditional categories of combat arms, combat support, and combat service support. Officers no longer alternate between basic branch and functional area assignments after their designation to a career field. OPMS III will develop and grow a more specialized officer corps. As a result of OPMS III structuring, SSC students may arrive for MEL-1 schooling with less

breadth in their overall profession and more depth in their individual experience base, but contribute to an increased breadth and depth at the collective level.

CURRENT ACC SYSTEM

SELECTION OF ACTIVE COMPETITIVE CATEGORY OFFICERS FOR SSC

Examination of how a typical USAWC class is formed starts with the broader process of senior service college student selection. The Department of the Army conducts the SSC selection process on an annual basis. The Training Directorate, Army G-3 initiates the formal process by publishing a memorandum that announces the Army's planned number of seats[10] to the USAWC, the other senior service colleges, and alternative programs (foreign senior service colleges and SSC fellowships). From the quota allocation, the Army can derive the number of ACC officers that need to be selected to fill the planned seats. There has been only minor variation over the past five years in the number of ACC seat allocations for SSC. For this period, the Army's total number of resident MEL-1 seats has been about 335 annually.[11] Seat allocations for ACC officers in AY03 are shown in Table 1.

	AY03
USAWC	169
NWC	30
ICAF	53
USNWC	23
AWC	19
USMCWC	2
SSC Fellowships	27
Foreign SSCs	9
AOASF	6
Total	338

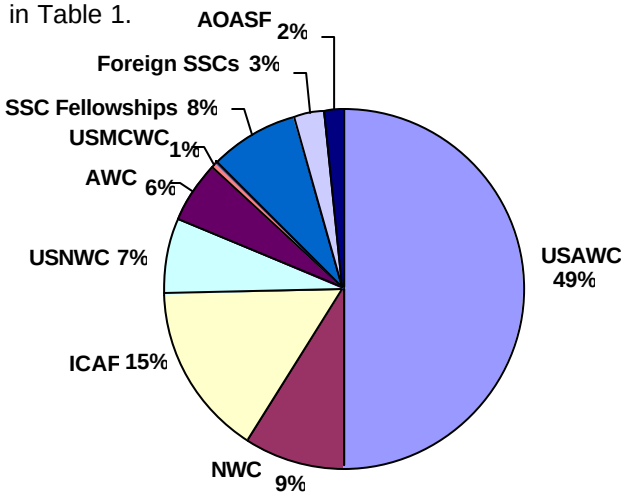


TABLE 1 - AY03 RESIDENT MEL-1 SEAT ALLOCATION FOR ACC OFFICERS

The G-3 provides the number of ACC allocated seats to the Officer Management Directorate, Army G-1. The Army G-1 applies personnel considerations to determine the target number of officers that a centralized board will need to select in order to fill the seat allocations. Consideration is given to account for previously selected individuals who deferred attendance and a projected number of selectees that will be non-available (deferments, declinations,

retirements, etc.) to attend schooling for the year selected. The number of officers to be selected exceeds the number of seats allocated. Under current conditions there are approximately 400 primary selectees each year.[12] Using the target selection number, the G-1 determines the distribution of the seats to the various specialty branches and functional areas. The G-1 determines the distribution of seats based on a fair-share distribution. The quota of seats for each branch and functional area are calculated based on the percent of the officer population they each represent. The only caveat to this process is a small percentage of seats that are withheld for "at-large" distribution to each career field. Under this process the most qualified individuals within each branch and functional area are selected for resident SSC attendance. The number of officers selected from a branch or functional area is based on the relative size of each branch and functional area. Table 2 shows the number of ACC officers selected for SSC by operational branch and functional area categories for AY03.

	AY03		
CAREER FIELD	CTL BR	Total	Percent
OPCF	IN	35	11%
	AV	28	8%
	FA	27	8%
	MI	18	5%
	AR	17	5%
	EN	17	5%
	QM	16	5%
	SC	15	5%
	TC	15	5%
	AD	12	4%
	SF	12	4%
	OD	11	3%
	MP	10	3%
	AG	9	3%
	FI	5	2%
	39	4	1%
	CM	3	1%
	OPCF Total	254	77%
OSCF	AC/51	24	7%
	48	12	4%
	OSCF Total	36	11%
IOCF	46	5	2%
	53	5	2%
	34	4	1%
	57	4	1%
	40	3	1%
	30	1	0%
	IOCF Total	22	7%
ISCF	49	5	2%
	43	4	1%
	50	3	1%
	52	3	1%
	45	2	1%
	59	1	0%
	ISCF Total	18	5%

TABLE 2 - ACC OFFICER SELECTION FOR SSC IN AY03

SLATING OF ARMY COMPETITIVE CATEGORY OFFICERS TO SSC QUALIFYING PROGRAMS

After officer selection, the Army's Personnel Command (PERSCOM) uses a separate process to determine to which college or program each officer will be slated. PERSCOM initiates senior service college slating following determination of those selected officers that are available to attend. PERSCOM considers factors such as time-on-station requirements, joint duty stability, operational requirements, and personal requests to determine which officers require deferment. Each selected officer completes a preference statement to prioritize personal desires regarding the senior service colleges or fellowship programs. PERSCOM uses an automated model to generate a recommended slating list. Inputs to the slating model (OS3) include available seats at each college or program, established academic or experience requirements for each college or program, and data from individual preference statement. Additionally, career branch representatives input additional personnel data for each officer. This data includes additional skill identifiers, assignment history, joint status and experience, and civilian education level. OS3 generates a recommended slating by scoring each officer's preference and qualification to meet the requirements of each institution or program.

The recommended slating is provided to the Slate Committee. The Slate Committee consists of PERSCOM representatives who use the **recommended** slate, in consideration with additional guidelines, to generate a **proposed** slate. Additional guidance includes unique requirements and subjective factors in meeting Army needs.[13] The Director, Officer Professional Management Division (OPMD) at PERSCOM approves the **final** slate. Within the slating process Army requirements, professional development considerations, professional and academic qualifications, and officers' preferences are the key factors.[14]

There are three objective guidelines that influence slating officers to the USAWC within the school slating process. First, officers who completed their Intermediate Level Education at or through a sister service school generally are required to attend the USAWC. Second, Joint Specialty Officers (3L) generally are constrained from attending either the National War College or the Industrial College of the Armed Forces to support the Army in meeting statutory requirements regarding assignment of graduates from those colleges to joint duty positions. Finally, for the same reason, and to ensure their availability, officers already selected for Brigade Command generally are constrained from attending either NWC or ICAF. Beyond these objectives, the Army's slating procedures are designed to favor personal preferences and provide an appropriate mix of officer experience to each school. While not expected to satisfy every individual preference, the slating process is recognized for high satisfaction of individual

preferences. Table 3 shows the distribution of ACC officers in resident-SSC slating for AY 2003. Appendix B provides the branch and functional area detail for this data.

SSC / PROGRAM	AY03
USAWC	163
ICAF	49
NWC	33
FELLOWSHIP	33
USNWC	21
AWC	18
FOREIGN	12
USMCWC	1
Grand Total	330

TABLE 3 - ACC OFFICER SLATING FOR SSC FOR AY03

CURRENT ACC SYSTEM ASSESSMENT

The current system that determines the number and mix of ACC officers in each USAWC class is based on seat allocations and their fair share distribution between the branch and functional area populations.

Like most activities in the Army, the seat allocations provided by the G-3 are based indirectly on available resources. The availability of funding for faculty, administration, facilities, and support personnel, as well as how the Army meets operational requirements while officers attend SSCs determine class size. Table 4 provides the allocation data of resident MEL-1 seats for ACC officers from AY98 to AY03. The level and distribution of seats among the senior service colleges and alternative programs has remained constant over these years except for a gradual decline in National War College seats from 40 seats in AY98 to 30 seats in AY03. While the data cannot speak for the Army's desire to increase seat allocations, the absence of change in seat allocation and distribution over six years suggests a level of sufficiency in the current allocations meeting Army requirements.

	AY98	AY99	AY00	AY01	AY02	AY03
USAWC	153	154	169	169	169	169
NWC	40	38	32	32	32	30
ICAF	54	53	53	53	53	53
USNWC	22	22	23	23	23	23
AWC	19	19	19	19	19	19
USMCWC	2	2	2	2	2	2
SSC Fellowships	25	22	22	22	23	27
Foreign SSCs	6	7	8	10	8	9
AOASF	0	6	6	6	6	6
Total	321	323	334	336	335	338

TABLE 4 - AY03 RESIDENT MEL-1 SEAT ALLOCATION FOR ACC

Is a proportional distribution of seats among the branches and functional areas an appropriate method to determine the mix of officers selected for SSC rather than one based on actual requirements? In theory, the Army's requirements for MEL-1 officers with specific backgrounds should determine the numbers and types of officers selected for and educated at the SSCs. A requirement-based method would prioritize needs and insure that scarce commodities were assigned where most critical. The Army has studied such a system. The MEL-1 Study developed a methodology that sought to identify the Army's MEL-1 requirements and establish a basis for the selection and education of officers from the appropriate branches and specialties. The Army did not implement the particular methodology recommendation from that study.[15]

In reality, it seems probable that once requirements were determined, the management of officers to meet these requirements would evolve into the management of billet positions. These requirements would change each year given the dynamics of officer assignments. The complexity of issues in attempting each year to select a determined number of officers from specific categories for SSC to meet specific forecasted requirements quickly would become an overwhelming process.

While the current system is neither perfect nor sophisticated, it does have significant value. The current system is established and accepted by both the institutional Army and the officer corps that is affected by it. Without evidence of clear or widespread opposition from the officer corps, one may conclude that the system is perceived as fair and equitable in providing each officer the same opportunity for selection. In the absence of a discontent element, the current process is recognized as selecting the most qualified officers within the branches and functional areas to attend SSCs. While the system is not designed to meet annual

requirements, it appears to satisfy the needs of the Army in creating a pool of officers from which personnel managers can attempt to satisfy changing requirements.

Available data cannot substantiate the quality of selected officers, but can support the basic equity of the current system. Data does suggest that the selection of officers to SSC is aligned with the Army's requirements as determined for OPMS III and representative of the officer population. Table 5 shows by career fields a comparison of the OPMS III career field sizing structure to the officers selected to attend SSC in AY03 and those officers slated to attend the USAWC in AY03. The data required to make this

	OPMS III Structure	(AY03) SSC	(AY03) USAWC
OPCF	69%	77%	79%
OSCF	14%	11%	7%
IOCF	7%	7%	7%
ISCF	10%	5%	7%
	100%	100%	100%

TABLE 5 - CAREER FIELD DISTRIBUTIONS

comparison by branches and functional areas was not available. Note that the OPMS III structure distribution represents the breakout of all officers assigned career fields and might not be representative of the entire senior officer (O-5/O-6) population or the specific group of officers that was being considered by the SSC selection board.

The data in Table 5 suggests that the AY03 selection rates to SSC were acceptably representative of the career field distribution particularly since this was only the second year of OPMS III implementation. Additionally, the data in Table 5 suggests that the distribution of the career fields among ACC officers at the USAWC was representative of the selected SSC population. Since there are no requirements in the slating process to provide the USAWC with a representative distribution of all SSC selectees, any explanation requires additional analysis.

CTL BR	AY 87-91 Avg	2001	2002	2003
IN	30.4	26	27	19
FA	21.0	11	12	15
AR	16.0	11	9	10
AV	14.4	20	7	16
SC	14.2	14	16	8
EN	11.6	5	9	9
OD	9.2	9	6	3
AD	8.2	4	3	4
TC	7.2	6	5	11
MI	6.4	3	8	7
AG	5.8	9	5	5
QM	5.6	9	10	5
MP	4.6	5	8	5
SF	2.8	10	9	7
FI	1.6	4	2	2
CM	1.6	1	2	1
AC/51	0.8	15	15	9
48			1	2
39				2
49			2	3
53			1	2
43			1	2
46			1	4
50				3
45			1	1
34				1
40				3
52				1
57				2
59			1	1
SP		1	1	
Total	161.4	163	162	163

TABLE 6 - ACC OFFICER SLATING FOR THE USAWC BY BRANCH AND FUNCTIONAL AREA

The effect of OPMS III implementation on the USAWC class mix is apparent in many ways. The data in Table 6 compares by branch the number of officers that attended the USAWC in each academic year from 2001 to 2003 with the annual average of AY87-91. The data illustrates that officers were managed according to their basic branches during the period 1987-1991, as they were through AY 2000, even though most officers were assigned a functional area as well.[16] While some officers were selected for SSC during these years to meet

functional area MEL-1 officer requirements, their rate of selection was less than branch selection rates.[17] Following graduation, these same officers were available to serve as MEL-1 officers in either their basic branch or functional area. The data cannot identify, for instance, how many Infantry officers for AY87-91 were selected based on a functional area requirement, only that the average number available to the Infantry was at most 30 officers. However, in 2003 under OPMS III only 19 officers will be available to the Infantry. Because OPMS III established an increased selection rate for functional areas in those career fields other than the Operations Career Field, it is that career field that will experience the most significant decrease in selection quantities.

Understandably, the effects of OPMS III at the USAWC were experienced across all of the SSCs and programs. Appendix C provides the number of officers from each branch and functional area that was slated for each of the senior service colleges and alternative programs during AY01-03 and the annual average of AY87-91. Those branches experiencing a decrease in SSC seats in AY01-03 in comparison to the AY87-91 annual average include: Infantry, Aviation, Field Artillery, Air Defense Artillery, Signal Corps, Engineer, and Ordnance.

OPMS III has resulted in the selection of officers from established functional areas at rates far above their traditional SSC selection rates. These increases have forced a similar decline in officers selected from most operations branches – predominantly the combat arms branches. This outcome is consistent with the intent of the Army's new officer management system and representative of future selection trends unless the Army makes changes to the current system.

THE USAWC CLASS

The resulting effects of OPMS III on the USAWC class and seminar composition are similar. The USAWC Class of 2003 is made up of 340 students. As shown previously in Table 4, about one-half of the 330 ACC officers selected to attend SSC in AY03 were slated to attend the USAWC. The balance of the USAWC class is comprised of students from a variety of other military (Active and Reserve Components), civilian, and international sources. Each student is assigned to a seminar that is led by a faculty team and serves as a primary learning vehicle for the core curriculum. Because the USAWC emphasizes individual participation at the seminar level and learning through shared experiences, the composition of the class and seminar are critical.

CLASS SIZE AND COMPOSITION

Based on available data, the USAWC Class of 2003 is representative of the diverse backgrounds that students bring to a typical class. Table 7 shows the size and composition of the USAWC Class of 2003. Appendix D expands the source data in Table 7 for AY 1999-2003.

SOURCE	Count	Percent		
Army (USA)(ACC & Non-ACC)	179	52.6%	222 / 65.3%	ACTIVE COMPONENT MILITARY
Navy (USN)	12	3.5%		
Marines (USMC)	11	3.2%		
Air Force (USAF)	19	5.6%		
Coast Guard (USCG)	1	0.3%		
Army National Guard (ARNG)	18	5.3%	48 / 14.1%	RESERVE COMPONENT MILITARY
Army Reserve (USAR)	18	5.3%		
Navy Reserve (USNR)	3	0.9%		
Marine Reserve (USMCR)	2	0.6%		
Air National Guard (ANG)	3	0.9%		
Air Force Reserves (USAFR)	4	1.2%		
DA Civilians (DAC)	9	2.6%	28 / 8.2%	CIVILIAN
Defense Ldrship & Mgt Program (DLAMP)	15	4.4%		
Department of Defense (DOD)	1	0.3%		
US Foreign Service (USFS)	2	0.6%		
National Security Agency (NSA)	1	0.3%		
International Fellows	42	12.4%	42 / 12.4%	FOREIGN MILITARY
TOTAL	340	100.0%		

TABLE 7 - USAWC CLASS OF 2003 – SIZE AND STUDENT SOURCE COMPOSITION

The USAWC class size has changed only slightly in the past five years. The determination of class size is straightforward. Historical precedence and formal policy provide guidance to the Army and the USAWC administration. From the USAWC perspective, the primary constraints to class size are the physical capacity of school facilities and the resources to assign a faculty team to each seminar. Currently, the USAWC is able to support twenty seminars. There have been twenty seminars in each class since 1999. Appendix E shows the number of students that were assigned to each seminar. This can be contrasted with AY90 when the resident capacity was 288 students – or 18 seminars of 16 students.[18] Data shows that since 1999, there has been a slight increase in the total USAWC class size. While the number of seminars has remained constant since 1999 the size of each seminar has increased

gradually. The increase in class size appears to have been distributed to both the Active and Reserve Army with an associated increase to sister services since 1999. The Reserve Components, predominantly ARNG and USAR, had a marked increase from AY02 to AY03. The Reserve Component increased from 10.8 percent to 14.1 percent of the total class. (See Appendix D.)

There are several factors that influence the composition of the class. Joint policy directs that each USAWC class have a minimum of 20-percent representation from the other Services (USAF and USN/USMC) based on the number of US military students in the class.[19]. Standing guidance from Chief of Staff, Army (CSA) directs that Active Army officers (ACC and non-ACC) will make up at least 50-percent of each class. The CSA has directed also that each seminar have at least one Reserve Component officer with a goal that all Army officers make up at least 60-percent of each class.[20] Finally, there are a number of additional factors based in historical precedence that affect class composition. These include providing seats for a small number of special branch (Chaplain's Corps and Judge Advocate General's Corps) officers, seating two international fellows in each seminar, allowing contracted participation of the Defense Leadership and Management Program, and providing a small number of seats to civilians from Department of the Army and other government agencies. Consideration to each of these guidelines shapes the composition of the USAWC class and illustrates the complexity in making major changes. Appendix F provides data of each class for AY 1999-2003 that shows the Army's compliance with these guidelines.

It appears that the USAWC class size and composition have reached equilibrium. This is supported in data consistency where seat allocations to the source organizations appear fixed in recent years. The class size is physically and fiscally bound at 340 students. There is neither existing facility for additional seminars nor planned resources for either new construction or additional faculty teams. The current seminar rooms that are at capacity with a 17-person seminar were designed to hold optimally 16 students. The standing CSA guidance and established programs for participating organizations have established a bounded set for the USAWC class composition. Each allocation increase for an existing source organization or addition for a new organization must be offset by a reciprocal decrease. The management of the USAWC class size and composition can be described best as a management of shortages.

SEMINAR CONFIGURATION

The USAWC manages the configuration of its seminars to optimize the distribution of what have been identified as valued traits among seminar members. The distribution method is

similar to the slating process used by PERSCOM. The first step is to assign manually the "low density" students to each seminar. These students include all non-Active Army personnel. Then an automated model is used to distribute the Active Army personnel and to propose seminar configurations for review by a faculty team. The model uses a weighted hierarchy of traits to distribute officers with particular skills, attributes, or experiences throughout the seminars. The model considers such traits as: special branches, history degrees, a background in military intelligence, joint duty or Pentagon experience, campaign qualifications and basic branch categories. Because the model is not very sophisticated, the faculty team review is crucial.

A "target" seminar mix[21] is:

Army (Active)	9 – 10
USAR and ARNG	1 – 2
Air Service	1 – 2
Sea Service	1 – 2
Civilian	1 – 2
International Fellow	2 – 3

Optimizing diversity and distributing individuals with unique skills and characteristics equally among the seminars is paramount in managing the seminar slating process.

Simple grouping of the students in AY03 provides insightful characterization of the class and its composition. For the purpose of this paper the following five major groupings are established to maintain US Army personnel as the core element of the class:

- Active Army officers (ACC and Non-ACC) are identified using five sub-groupings. Sub-groupings include Combat Arms, Combat Support, and Combat Service Support by basic branch in accordance with Appendix A. All medical branches are grouped as Medical, and Judge Advocate General's Corps and Chaplain's Corps officers are grouped as Special.
- Army National Guard and US Army Reserve are represented as two separate and distinct sub-groups.
- All other US military officers (Active and Reserve) are grouped as Other Service.
- Civilian personnel from all sources are grouped as Civilian.
- All foreign military personnel are grouped as International Fellows.

Using these groupings Table 8 depicts the composition of each seminar in the USAWC Class of 2003. Each of the twenty seminars consists of 17 students. A seminar is depicted as a column of 17 cells. Each cell represents a seminar member and depicts the associated group

or sub-group to which the student is associated. The cells are color coded by the five major groupings. Based on the established major groupings it appears that the seminars have an equitable distribution. See Appendix G for seminar distribution using the same groupings with basic branch assignment and sister service details.

Closer observation reveals that the distribution of student characteristics (i.e., experience, ASI, degree in history, etc.) among ACC officers resulted in an imbalance in combat arms, combat support, and combat service support categories across seminars.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF
IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF
CIV	CIV	CIV	CIV	CIV	CIV	CIV	IF	CIV	CIV	CIV	CIV	CIV	CIV	CIV	CIV	IF	CIV	CIV	CIV
CIV	CIV	OSVC	CIV	OSVC	OSVC	CIV	CIV	OSVC	CIV	OSVC	CIV	OSVC	OSVC	OSVC	CIV	CIV	OSVC	OSVC	OSVC
OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	CIV	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC
OSVC	OSVC	USAR	OSVC	OSVC	OSVC	OSVC	OSVC	USAR	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	USAR
OSVC	OSVC	ARNG	USAR	USAR	USAR	OSVC	OSVC	SP	OSVC	USAR	OSVC	USAR	USAR	USAR	OSVC	OSVC	USAR	USAR	ARNG
ARNG	USAR	SP	ARNG	SP	ARNG	USAR	USAR	CSS	USAR	ARNG	USAR	ARNG	ARNG	ARNG	ARNG	ARNG	ARNG	ARNG	CSS
MED	ARNG	CS	ARNG	CSS	CSS	USAR	ARNG	CSS	ARNG	MED	ARNG	CSS	MED	CSS	CSS	CSS	CSS	CS	CSS
CSS	MED	CS	SP	CS	CSS	CSS	SP	CS	SP	MED	CSS	CSS	CSS	CSS	CSS	CS	CS	CBT	CSS
CSS	CSS	CS	CSS	CS	CS	CS	CSS	CS	CSS	CSS	CSS	CSS	CS	CS	CS	CBT	CS	CBT	CS
CSS	CS	CS	CS	CBT	CS	CBT	CS	CS	CSS	CSS	CS	CSS	CS	CS	CS	CBT	CBT	CBT	CBT
CBT	CS	CBT	CS	CBT	CS	CBT	CS	CBT	CS	CS	CS	CBT	CS	CBT	CBT	CBT	CBT	CBT	CBT
CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CS	CS	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT
CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CS	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT
CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT
CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT

TABLE 8 - AY 2003 SEMINAR COMPOSITION BY GROUPING[1]

CBT – Combat Arms	ARNG – Army National Guard
CS – Combat Support	USAR – US Army Reserve
CSS – Combat Service Support	OSVC – Other US Military Service
Med – Non-ACC Medical	CIV – Civilian Personnel
SP – Special Branch	IF – International Fellow

[1] Active Army component officers categorized based on Basic Branch Code.

For example, there are some seminars without any combat support or combat service support officers assigned while other seminars have three or four; and there is a seminar that has only two combat arms officers while another seminar has eight. Since the AY03 seminar slating considered basic branch assignments, it can be assumed that these imbalances are the result

of other factors that were weighted more heavily than the distribution of basic branches among the ACC officers.

The impact of OPMS III on seminar composition can be highlighted using the same grouping pattern and the addition of a grouping for officers who are assigned to a functional area. These officers are grouped as FA and color-coded as a sixth major grouping. The composition of AY 2003 Seminars using this technique is shown in Table 9.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF
IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF	IF
CIV	CIV	CIV	CIV	CIV	CIV	CIV	IF	CIV	CIV	CIV	CIV	CIV	CIV	CIV	CIV	IF	CIV	CIV	CIV
CIV	CIV	OSVC	CIV	OSVC	OSVC	CIV	CIV	OSVC	CIV	OSVC	CIV	OSVC	OSVC	OSVC	CIV	CIV	OSVC	OSVC	OSVC
OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	CIV	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC
OSVC	OSVC	USAR	OSVC	OSVC	OSVC	OSVC	OSVC	USAR	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	OSVC	USAR
OSVC	OSVC	ARNG	USAR	USAR	USAR	OSVC	OSVC	FA	OSVC	USAR	OSVC	USAR	USAR	USAR	OSVC	OSVC	USAR	USAR	ARNG
ARNG	USAR	FA	ARNG	SP	ARNG	USAR	USAR	SP	USAR	ARNG	USAR	ARNG	ARNG	ARNG	ARNG	ARNG	ARNG	ARNG	FA
FA	ARNG	FA	ARNG	CSS	FA	USAR	ARNG	CSS	ARNG	FA	ARNG	FA	FA	FA	CSS	CSS	FA	FA	FA
MED	FA	SP	FA	CS	FA	FA	SP	CSS	FA	FA	FA	FA	FA	CSS	CSS	CS	CSS	FA	FA
CSS	MED	CS	SP	CS	CSS	FA	CSS	CS	SP	MED	FA	FA	MED	CSS	CS	CBT	CS	FA	CSS
CSS	CSS	CS	CSS	CBT	CSS	FA	CS	CS	CSS	MED	FA	CSS	CSS	CS	CS	CBT	CS	FA	CSS
CBT	CS	CS	CS	CBT	CS	CSS	CS	CS	CS	CSS	FA	CSS	CS	CS	CBT	CBT	CBT	CS	CS
CBT	CS	CBT	CS	CBT	CS	CBT	CBT	CBT	CBT	CSS	FA	CBT	CS	CBT	CBT	CBT	CBT	CBT	CBT
CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CS	CSS	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT
CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CS	CSS	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT
CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CS	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT	CBT

TABLE 9 - AY 2003 SEMINAR COMPOSITION BY GROUPING INCLUDING FUNCTIONAL AREAS[1]

CBT – Combat Arms
CS – Combat Support
CSS – Combat Service Support
Med – Non-ACC Medical
SP – Special Branch
FA – Functional Area
ARNG – Army National Guard
USAR – US Army Reserve
OSVC – Other US Military Service
CIV – Civilian Personnel
IF – International Fellow

[1] Active Army component officers categorized based on Control Branch Code.

At the seminar level, the effects of OPMS III and the recognition of officers as functional area specialists rather than by their basic branches varied significantly. In four seminars there was no impact. All of the ACC officers in these seminars were assigned to the Operations Career Field and maintained their basic branch as the controlling branch under OPMS III. At the other extreme there were five seminars where between three and five of their ACC officers

were assigned to functional area career fields under OPMS III and no longer managed by their basic branch. In one instance a seminar that had 3 combat arms, 3 combat support, and 2 combat service support officers was left with only 1 combat arms officer, no combat support, 2 combat service support and 5 functional area officers under OPMS III consideration. This does not imply that the functional area officers are incapable of contributing to the seminar learning experience or that they have no background in their basic branches – rather that their experiences and depth of expertise are different than those officers who have served at higher levels of responsibility and continue to serve in their basic branches. An example of experience levels is the percentage of students who commanded any type of unit or organization at the lieutenant colonel level (including Program Managers). Table 10 shows data for the number of ACC officers who have lieutenant colonel command experience for each USAWC class, AY99-03.

	Class Count					Class Percentage				
LTC CMD	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Yes	133	145	156	156	142	97.1%	98.0%	99.4%	96.3%	87.1%
No	4	3	1	6	21	2.9%	2.0%	0.6%	3.7%	12.9%
Total	137	148	157	162	163	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 10 – ACC OFFICER LIEUTENANT COLONEL COMMAND EXPERIENCE, AY99-03

The significant increase in the percentage of ACC students without senior command experience in AY03 is a direct consequence of OPMS III and the introduction of functional area officers to the USAWC. The 12.9% of the AY03 class without senior command experience is consistent with the percentage of the officers in the class assigned to career fields that do not provide command opportunity – those assigned to the Information Operations and Institutional Support Career Fields. See Table 5. It is likely that the number of officers in each class without this level command experience will increase slightly in future years and possibly reach a level close to 20-percent. This will occur as the officer selection rate for SSC becomes more representative of the career field distribution under OPMS III and officer year groups are entrenched more deeply with their career fields than those officers that transitioned to OPMS III. The impact on SSCs is recognition that the experiences of the ACC officers will broaden and that there will be a greater variation in the operational depth of the students. This could have a much greater impact within the core curriculum during Course 4 (Implementing National Military

Strategy) when seminar members role-play joint staff positions on during a crisis planning exercise. A growing number of ACC officers will not have commanded at the battalion level. Additionally, one could anticipate a growing number of officers who have worked on higher-level staffs and, consequently, possess a greater understanding of how the Army operates in support of its operational forces.

CONCLUSION AND RECOMMENDATIONS

SUMMARY

Among the senior service colleges, the Army is most reliant on the USAWC for the training of its strategic leaders. To maintain relevance with a transforming Army the USAWC has numerous ongoing efforts to understand future changes and their impact on the college and its mission. One area of continued review involves whether the right officers are attending the USAWC and what defines the experience base of arriving students.

This paper provides insights into the characteristics of the current and recent USAWC classes by examining the mix of branches and functional areas among the Army's Active Competitive Category officers, as well as the overall mix of students in a class. The examination of the overall mix is extended to student distribution within the seminars comprising a class.

An overview of the processes that affect the formation of a USAWC class addresses the selection and slating of ACC officers for SSC. The current system that determines the number and mix of ACC officers in each USAWC class is based on a fair share distribution of class seats between the branch and functional area populations. The use of a requirements-based methodology to allocate class seats among the branches and functional areas is discussed. This alternative is dismissed based on the degree of subjectivity involved and the complexity in implementation and management. Current selection trends show the impact of OPMS III through a decrease primarily in the number of combat arms officers and introduction of attending officers from functional areas at the USAWC.

Examination of the USAWC class size and composition over time indicates that equilibrium has been reached. It is difficult to imagine that the current class size does not represent the maximum capacity of existing facilities. With minor exceptions, the number of students in each class provided by a sourcing organization or agency has reached a constant level. Any increase in allocations for an existing source organization or addition for a new organization would require offset by a reciprocal decrease. This illuminates the management of shortages that exists at the USAWC.

The importance of the seminar to the USAWC learning environment leads to discussion of the process used to distribute students among the seminars. The process uses the basic branch of all active component officers – even those assigned to a new control branch under OPMS III – as an identifying attribute to distribute officers among the seminars. A comparison of seminar composition based on officer control branches highlights the impact that OPMS III has at the seminar level. Showing the significant increase in the number of USAWC students that do not have lieutenant colonel level command experience emphasizes another impact of OPMS III. This illustrates a changing characteristic of USAWC students in which officers will have a greater variation in operational depth, and specialized skills.

RECOMMENDATIONS

The following recommendations are made based on research and study for this paper:

- The Army retain the current selection and slating process that provides a fair share distribution of SSC seats among the basic branches and functional areas populations. The current process allows each branch and functional area to develop a pool of officers to meet MEL-1 requirements as necessary. This option is preferred to the challenges of identifying MEL-1 billet requirements, constraining quota allocations to branches and functional areas, and the management of billet positions.

- The USAWC implement use of the control branch rather than basic branch as considered input in slating Army active component officers to seminars. Officers are selected to SSC by their assigned career fields and control branches. The control branch defines more accurately an officer's area of expertise and likely area of utilization upon graduation.

- The USAWC design and implement an improved model to distribute students into seminar configurations. Revised model should impose a proportional distribution of Active Army officers by of combat arms, combat support, combat service support, and non-operational career field officers to each seminar. Recommend a review of those traits considered by the model and their weighting. Additionally, consider implementation of a constraint to ensure equal distribution of Active Army officers assigned to each seminar.

WORD COUNT=7,579

APPENDIX A

OPMS III BRANCHES AND FUNCTIONAL AREAS BY CAREER FIELDS

CODE	ABBRV	Operations Career Field (OPCF)	CATEGORY[1]
11	IN	Infantry	CBT
12	AR	Armor	CBT
13	FA	Field Artillery	CBT
14	AD	Air Defense Artillery	CBT
15	AV	Aviation	CBT
18	SF	Special Forces	CBT
21	EN	Engineer	CS
25	SC	Signal Corps	CS
31	MP	Military Police	CS
35	MI	Military Intelligence	CS
42	AG	Adjutant General's Corps	CSS
44	FI	Finance Corps	CSS
74	CM	Chemical Corps	CS
88	TC	Transportation Corps	CSS
91	OD	Ordnance Corps	CSS
92	QM	Quartermaster Corps	CSS
39	CA	Psychological Operations and Civil Affairs	CS
90	FA90	Multifunctional Logistician Program	CSS
CODE	ABBRV	Information Operations Career Field (IOCF)	CATEGORY[1]
24	FA24	Information Systems Engineering	FA
30	FA30	Information Operations	FA
34	FA34	Strategic Intelligence	FA
40	FA40	Space Operations	FA
46	FA46	Public Affairs	FA
53	FA53	Information Systems Management	FA
57	FA57	Simulations Operations	FA
CODE	ABBRV	Institutional Support Career Field (ISCF)	CATEGORY[1]
43	FA43	Human Resource Management	FA
45	FA45	Comptroller	FA
47	FA47	Academy Professor, USMA	FA
49	FA49	Operations Research / Systems Analysis	FA
50	FA50	Force Management	FA
52	FA52	Nuclear Research and Operations	FA
59	FA59	Strategic Plans and Policy	FA
CODE	ABBRV	Operational Support Career Field (OSCF)	CATEGORY[1]
48	FA48	Foreign Area Officer	FA

[1]The term “category” is not official – it is used to identify branches in traditional terms (CBT – Combat Arms, CS – Combat Support, CSS – Combat Service Support, and FA – Functional Area).

APPENDIX B

ACC OFFICER SLATING TO SENIOR SERVICE COLLEGE PROGRAMS, AY03 BY BRANCH AND FUNCTIONAL AREAS

		SCHOOL / PROGRAM								
CAT	CTL BR	USAWC	ICAF	NWC	FLLWSHP	USNWC	AWC	FOREIGN	USMCWC	Grand Total
CBT	IN	19	1	3	7	3		2		35
	AV	16	1	4	1	2	2	1	1	28
	FA	15	2	4	3	1	2			27
	AR	10	2		3	1	1			17
	AD	4	2	2	1	1	2			12
	SF	7		1	2		2			12
CBT Total		71	8	14	17	8	9	3	1	131
CS	MI	7		5	1	2	1	2		18
	EN	9	3	2	1	2				17
	SC	8	2	2	1	1	1			15
	MP	5	1	2	1	1				10
	39	2	1					1		4
	CM	1	2							3
CS Total		32	9	11	4	6	2	3		67
CSS	QM	5	5		1	2	2	1		16
	TC	11	3			1				15
	OD	3	5	1		1	1			11
	AG	5	2	1	1					9
	FI	2	1	1		1				5
CSS Total		26	16	3	2	5	3	1		56
FA	AC	9	8		5		2			24
	48	2	2	1	3	1	1	2		12
	46	4		1						5
	49	3			1	1				5
	53	2	2	1						5
	34	1						3		4
	43	2	2							4
	57	2	1				1			4
	40	3								3
	50	3								3
	52	1	1	1						3
	45	1		1						2
	30				1					1
	59	1								1
FA Total		34	16	5	10	2	4	5		76
Grand Total		163	49	33	33	21	18	12	1	330

APPENDIX C

AY01-03 SSC SLATING COMPARISON TO AY87-91 AVERAGE

ACC	USAWC				NWC				ICAF				AWC				USNWC			
CTL BR	AY 87-91 Avg	AY 01	AY 02	AY 03	AY 87-91 Avg	AY 01	AY 02	AY 03	AY 87-91 Avg	AY 01	AY 02	AY 03	AY 87-91 Avg	AY 01	AY 02	AY 03	AY 87-91 Avg	AY 01	AY 02	AY 03
IN	30.4	26	27	19	9.4	4	3	3	2.6			1	2.2	3	3		4.6	6	1	3
FA	21.0	11	12	15	4.8	3	1	4	4.4	4	2	2	3.2	1	1	2	4.4	2	3	1
AR	16.0	11	9	10	5.4	2	1		3.6	1	1	2	1.2	1	1	1	3.2	2	1	1
AV	14.4	20	7	16	3.0	3	6	4	5.6	2	2	1	3.4	6	3	2	3.6	2	2	2
SC	14.2	14	16	8	2.0	3	2	2	3.6	5	2	2	1.0			1	1.2	1	1	1
EN	11.6	5	9	9	4.0	1	3	2	2.4	1	5	3	1.0	1	2		2.6		2	2
OD	9.2	9	6	3				1	11.8	9	6	5	1.2			1	1.2		2	1
AD	8.2	4	3	4	3.0	1	3	2	2.6		1	2	0.8		1	2	1	2		1
TC	7.2	6	5	11			1		3.0	6	2	3	0.4		1		2.4	1	1	1
MI	6.4	3	8	7	2.8	7	1	5	0.2	1			1.0		1	1	2	3	1	2
AG	5.8	9	5	5	0.2	1		1	1.6	3	3	2	0.2	1			0.2		1	
QM	5.6	9	10	5			2		6.6	2	3	5	0.8		1	2	1.2	2		2
MP	4.6	5	8	5	1.8	1	1	2	1.0	2	1	1	0.8	1	1		0.6	1		1
SF	2.8	10	9	7	0.4	1	1	1					0.2			2	0.4			
FI	1.6	4	2	2	0.2		1	1	0.4	1	1	1							2	1
CM	1.6	1	2	1			2		1.4	1	2	2	0.2						1	
AC/51	0.8	15	15	9					0.2	8	7	8	0.2	5	1	2				
48			1	2				1			1	2				1			1	1
39				2						2	1	1							1	
49			2	3							1									1
53			1	2			1	1			1	2							1	
43			1	2						1	2	2								
46			1	4				1			1									
50				3							3									
45			1	1				1			1				1					
34				1																
40				3											1					
52				1				1			1	1								
57				2								1				1				
59			1	1			1													
SP		1	1																	
30																				
Total	161.4	163	162	163	37.0	27	30	33	51.0	49	50	49	17.8	19	18	18	28.6	22	21	21

ACC	FOREIGN				FELLOWSHIPS				USMCWC				Totals			
CTL BR	AY 87-91 Avg	AY 01	AY 02	AY 03	AY 87-91 Avg	AY 01	AY 02	AY 03	AY 87-91 Avg	AY 01	AY 02	AY 03	AY 87-91 Avg	AY 01	AY 02	AY 03
IN	1.4		1	2	9.4	5	2	7					60.0	44	37	35
FA	0.8				5.8	2	1	3			1		44.4	23	20	27
AR	0.2				7.2	2	3	3					36.8	19	16	17
AV		1		1	2.8	2	2	1				1	32.8	36	22	27
SC					3.4	2		1			1		25.4	25	21	15
EN	0.2	2	2		2.6	3	1	1					24.4	13	24	17
OD					3.2	1							26.6	19	14	11
AD					2.2	1		1		1			17.8	8	8	12
TC					1.6	1	1						14.6	14	11	15
MI	0.2	1		2	6.0	2	3	1					18.6	17	14	18
AG		2			0.4		1	1					8.4	16	10	9
QM		1		1	0.4	1		1		1			14.6	15	16	16
MP		1	1		1.4	1	1	1					10.2	12	13	10
SF	0.6				0.6	1	2	2					5.0	12	12	12
FI					0.2								2.4	5	6	5
CM					0.4		1						3.6	2	8	3
AC/51			1			3	5	5					1.2	31	29	24
48		1	1	2			2	3						1	6	12
39				1			1							2	3	4
49							1	1							4	5
53															4	5
43														1	3	4
46															2	5
50															3	3
45															3	2
34				3												4
40															1	3
52															1	3
57																4
59							1								3	1
SP														1	1	
30								1								1
Total	3.4	9	6	12	47.6	27	28	33	-	2	2	1	346.8	316	315	329

APPENDIX D

USAWC CLASS COMPOSITION (AY 1999-2003)

	Class Count					Class Percentage					Aggregates					
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	
USA	155	164	171	177	179	51.8%	52.9%	52.9%	54.8%	52.6%						
USN	12	13	13	10	12	4.0%	4.2%	4.0%	3.1%	3.5%						
USMC	10	11	11	12	11	3.3%	3.5%	3.4%	3.7%	3.2%	195 / 65.2%	208 / 67.1%	215 / 66.6%	220 / 68.1%	222 / 65.3%	ACTIVE MILITARY COMP
USAF	17	19	19	20	19	5.7%	6.1%	5.9%	6.2%	5.6%						
USCG	1	1	1	1	1	0.3%	0.3%	0.3%	0.3%	0.3%						
ARNG	17	14	15	13	18	5.7%	4.5%	4.6%	4.0%	5.3%						
USAR	12	12	14	13	18	4.0%	3.9%	4.3%	4.0%	5.3%						
USNR	2		1	1	3	0.7%		0.3%	0.3%	0.9%						
USMCR				2	2				0.6%	0.6%	37 / 12.4%	33 / 10.6%	37 / 11.5%	35 / 10.8%	48 / 14.1%	RESERVE MILITARY COMP
ANG	4	2	3	3	3	1.3%	0.6%	0.9%	0.9%	0.9%						
USAFR	2	5	4	3	4	0.7%	1.6%	1.2%	0.9%	1.2%						
CIA		1	1				0.3%	0.3%								
DAC	16	9	10	10	9	5.4%	2.9%	3.1%	3.1%	2.6%						
DIA	1		1			0.3%		0.3%								
DLA	1					0.3%										
DLAMP	1	15	15	15	15	0.3%	4.8%	4.6%	4.6%	4.4%						
DOD	3					1.0%					27 / 9.0%	29 / 9.4%	31 / 9.6%	28 / 8.7%	28 / 8.2%	CIVILIAN
DOS				1	1				0.3%	0.3%						
INS	1					0.3%										
NIMA				1					0.3%							
NSA	1	1			1	0.3%	0.3%			0.3%						
USFS	3	3	4	1	2	1.0%	1.0%	1.2%	0.3%	0.6%						
IF	40	40	40	40	42	13.4%	12.9%	12.4%	12.4%	12.4%	40 / 13.4%	40 / 12.9%	40 / 12.4%	40 / 12.4%	42 / 12.4%	FOREIGN MILITARY

APPENDIX E

USAWC CLASS SEMINAR SIZE (AY 1999-2003)

	Class				
Seminar	1999	2000	2001	2002	2003
1	14	15	16	17	17
2	15	15	16	17	17
3	16	16	17	17	17
4	16	17	16	17	17
5	15	14	17	17	17
6	16	16	18	17	17
7	14	16	17	17	17
8	15	16	17	17	17
9	16	17	16	17	17
10	14	16	16	17	17
11	16	17	17	17	17
12	14	15	16	17	17
13	16	16	16	17	17
14	15	17	14	17	17
15	12	14	15	17	17
16	16	17	17	16	17
17	15	15	14	16	17
18	15	14	17	16	17
19	14	14	16	16	17
20	15	14	16	16	17

APPENDIX F

USAWC CLASS COMPOSITION BY TYPE (AY 1999-2003)

	Class (Count)					
COMPO TYPE	1999	2000	2001	2002	2003	Total
ACC	141	150	159	163	168	781
OTHER AC	14	14	12	14	11	65
ACTIVE ARMY	155	164	171	177	179	846
USAR	12	12	14	13	18	69
ARNG	17	14	15	13	18	77
TOTAL ARMY	184	190	200	203	215	992
OTHER SVC	48	51	52	52	55	258
DA CIV	16	9	10	10	9	54
OTHER CIV	11	20	21	18	19	89
Intnl Fellows	40	41	41	42	42	206
Total	299	311	324	325	340	1599

% ARMY	79.3%	78.8%	79.4%	79.6%	79.6%	79.4%
% OTHER SVC	20.7%	21.2%	20.6%	20.4%	20.4%	20.6%

	Class (Percentage)					
COMPO TYPE	1999	2000	2001	2002	2003	Total
ACC	47.2%	48.2%	49.1%	50.2%	49.4%	48.8%
OTHER AC	4.7%	4.5%	3.7%	4.3%	3.2%	4.1%
ACTIVE ARMY	51.8%	52.7%	52.8%	54.5%	52.6%	52.9%
USAR	4.0%	3.9%	4.3%	4.0%	5.3%	4.3%
ARNG	5.7%	4.5%	4.6%	4.0%	5.3%	4.8%
TOTAL ARMY	61.5%	61.1%	61.7%	62.5%	63.2%	62.0%
OTHER SVC	16.1%	16.4%	16.0%	16.0%	16.2%	16.1%
DA CIV	5.4%	2.9%	3.1%	3.1%	2.6%	3.4%
OTHER CIV	3.7%	6.4%	6.5%	5.5%	5.6%	5.6%
Intnl Fellows	13.4%	13.2%	12.7%	12.9%	12.4%	12.9%

APPENDIX G

USAWC AY03 SEMINAR COMPOSITION BY BASIC BRANCH AND SERVICE

		Seminar																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Foreign Civilian	IF	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	3	2	2	2	42
	CIV	2	2	1	2	1	1	2	2	1	2	1	2	1	1	1	2	1	1	1	1	28
Other Service	USAF	1	2	1	1	1	1	1	1		1	1	1	2	1	1	2	1	2	1	1	23
	USMC	1	1	1	1	1	1				1	1	1		1	1		1		1		13
	USN						1		1	1	1	1	1	1	1		1	1	1	1		12
	ANG					1		1		1												3
	USNR	1														1					1	3
	USCG							1														1
Army RC	USAR		1	1	1	1	1	2	1	1	1	1	1	1	1	1			1	1	1	18
	ARNG	1	1	1	2		1		1		1	1	1	1	1	1	1	1	1	1	1	18
Special	JA			1		1			1	1												4
	CH				1						1											2
Medical	AN		1									1										2
	DE														1							1
	MS											1										1
	MC	1																				1
Combat Service Support	TC		1			1			1	1	1	1		1	1	1	2		1			12
	QM	2			1			1		1	1		1	1							1	9
	AG												1	2		1		1			1	6
	OD	1					1														1	3
	FC						1					1										2
Combat Support	EN			2	1		1	1		1		2	2						1		1	12
	SC		1	2		1			1	1					2	1			1			10
	MI						1			1		1	1		1	1	1	1				8
	MP		1			1			1		1									1		5
	CM				1		1										1					3
Combat Arms	IN	1	1		1	2	2	1	1	3	1		1	1	2	1	1	2	2	2	2	27
	FA	2	1	1	1	1		3	1	1	2	1	1		1	1	3	2			2	24
	AV		1	3		2	1			1	1		1	1	1	1		2	2	3	1	21
	AR	1		1	1				1					1		1	1	1	1	1	1	11
	SF		1		1	1	1	1	1					1					1	1		9

APPENDIX H

USAWC AY03 SEMINAR COMPOSITION BY CONTROL BRANCH AND SERVICE

		Seminar																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Foreign	IF	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	3	2	2	2	42
Civilian	Civ	2	2	1	2	1	1	2	2	1	2	1	2	1	1	1	2	1	1	1	1	28
Functional Areas	53		1	1	1		1	1				1		1		1			1		2	11
	46							2					1								1	4
	40	1												1	1							3
	49						1			1				1								3
	50			1							1									1		3
	39		1				1															2
	43											1								1		2
	34												1									1
	48																			1		1
	52												1									1
	57												1									1
	59														1							1
	47												1									1
	45																			1		1
Other Service	USAF	1	2	1	1	1	1	1	1		1	1	1	2	1	1	2	1	2	1	1	23
	USMC	1	1	1	1	1	1				1	1	1		1	1		1		1		13
	USN						1		1	1	1	1	1	1	1		1	1	1	1		12
	ANG					1		1		1												3
	USNR	1														1					1	3
	USCG							1														1
Army RC	ARNG	1	1	1	2		1		1		1	1	1	1	1	1	1	1	1	1	1	18
	USAR		1	1	1	1	1	2	1	1	1	1	1	1	1	1			1	1	1	18
Special	JA			1		1			1	1												4
	CH				1						1											2
Medical	AN		1									1										2
	DE														1							1
	MC	1																				1
	MS											1										1
Combat Service Support	TC		1			1			1	1		1		1	1	1	2		1			11
	QM	1			1			1		1	1		1									6
	AG												1	1		1		1			1	5
	OD	1					1														1	3
	FI						1					1										2
Combat Support	EN			2	1		1			1		2							1		1	9
	SC		1	1		1			1	1					1	1			1			8
	MI						1			1		1			1	1	1	1				7
	MP		1			1			1		1									1		5
	CM				1												1					2
Combat Arms	IN	1			1	2	1		1	2	1			1	1	1	1	2	1	1	2	19
	FA	2		1		1		2	1	1	2				1	1	3	2				17
	AV		1	2		2				1	1		1		1	1		2	2	1	1	16
	AR	1		1	1				1					1		1	1	1	1		1	10
	SF		1		1	1	1	1	1					1					1	1		9
	AD	1						1						1						1		4
	Total	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	340

ENDNOTES

[1] The senior service colleges include the National War College (NWC), the Industrial College of the Armed Forces (ICAF), the United States Army War College (USAWC), the United States Naval War College (USNWC), the Air War College (AWC), and the United States Marine Corps War College (USMCWC).

[2] Curriculum Catalog, United States Army War College, Academic Year 2002-2003, page 5.

[3] The Center for Strategic & International Studies, Professional Military Education: An Asset for Peace and Progress, (Washington DC: CSIS, 1997) 41.

[4] Dr. William T. Johnsen, Associate Dean for Academic Policy, USAWC, interview by author, 10 September 2002, Carlisle, PA.

[5] Data obtained from annual memorandums released by the Army G-3, DAMO-TR, on the subject of quotas for Senior Service Colleges (SSC).

ACC USAWC Resident / Non-Resident MEL-1 Seat Allocation

		AY98	AY99	AY00	AY01	AY02	AY03
RESIDENT	ACC	153	154	169	169	169	169
	AMEDD	9	9	9	9	9	3
	JAGC	2	2	2	2	2	4
	Chaplain	3	3	3	3	4	2
	USMA-AP	1	2	1	1	1	1
	ARNG	17	17	14	14	14	17
	USAR	12	13	13	13	13	17
NON-RESIDENT	ACC	221	150	125	119	93	93
	AMEDD	12	12	12	12	12	12
	JAGC	5	5	5	5	5	5
	Chaplain	4	4	4	4	4	5
	USMA-AP	5	5	5	5	0	0
	ARNG	95	130	130	146	130	133
	USAR	108	108	143	159	143	146

[6] A composite database was constructed with data from the Registrar's Office, USAWC that included the branch, component, and seminar for all class members during AY1999–AY2003. Control Branch (CTL BR) and Lieutenant Colonel Command (LTC CMD) data was appended from the Officer Master File (OMF). Data for the distribution of ACC officers among the Senior Service Colleges during AY86-87, AY87-88, AY88-89, AY89-90, and AY90-91 was found in The Military Education Level One Study (MEL-1), Chapter 2 (Composition), Appendix A (Five Year SSC History). The data was used to determine the AY87-91 averages used in this paper.

[7] The Registrar's Office, USAWC made changes in the management of their student database over the academic years used in this study. In some instances specific record fields were modified for consistency. For example, the 1999 student database identified a US Air Force Reserve officer with a *component* of "USAFR" and *branch* of "USAF". In subsequent

years these officers were identified with a *component* of “USAF” and a *branch* of “USAFR”. The records for USAFR officers in the class of 1999 were modified to gain consistency with the remainder of the database.

[8] Frederick E. Vollrath, Lieutenant General, United States Army, Deputy Chief of Staff for Personnel, Testimony to the Senate Armed Services Committee, 18 March 1998.

[9] Under OPMS III field grade officers are managed based on their control branch. The control branch is the branch or functional area that an officer held previously within their assigned career field. Officers assigned to the operational career field generally will have their basic branch as their control branch. Most officers that are assigned to one of the other career fields (operational support, information operations, and institutional support) will have their functional area as their control branch.

[10] The term “seats” in this paper refers to the size of a Senior Service College Class or the number of spaces in a class to be filled by students.

[11] Data obtained from annual memorandums released by the Army G-3, DAMO-TR, on the subject of quotas for Senior Service Colleges (SSC).

[12] Diana Fritz, Major, United States Army, U.S. Total Army Personnel Command, TAPC-OPB-D, telephone interview by author, 21 November 2002.

[13] The Slate Committee considers factors to achieve “balance” in the slating of officers. They give consideration to filling slate priorities, career division needs, and equitable distribution among the career divisions. Additionally, they consider and make recommendations on requirements generated through General Officer involvement on an individual’s behalf.

[14] OPMD Process/Procedure Memorandum, Subject: Senior Service College, 11 June 2002.

[15] Attempts to learn why the methodology was not implemented were unsuccessful. There is supposition by DAMO-TR personnel that the methodology recommendation was linked with a cost prohibitive initiative to require all Army colonels to attend MEL-1 resident training (universal MEL-1). The Army G-3 has an ongoing action to determine the Army’s actual MEL-1 requirements with the possibility of constraining quota allocations to branches or functional areas. The subjectivity of the issue and guarded interests by branch and functional area proponents complicate this effort.

[16] The data is representative of officer management during this period. The evolution of the Army officer management system is evident in the Army Competitive Category SSC selection data (1989-2002) maintained by PERSCOM. Data for the selection board results from 1989 to 1999 “credits” both the basic branch and functional area of officers selected for SSC. For example, if an officer selected had a basic branch of Infantry and a functional area of Operations Research/Systems Analysis – both Infantry and FA49 received “credit” for a SSC selectee. This double counting is eliminated with the implementation of OPMS III. The data for the selection board results from 2000 to 2002 credits only the control branch for a selectee.

[17] The double counting of SSC selectees (by basic branch and functional area) during this period clouds most data. Where available, data shows a very low selection rate among officers with their functional area as their controlling branch. For example, in 1989 only one officer was selected for SSC out of 140 eligible officers within the nine controlling functional areas.

[18] Data found in The Military Education Level One Study (MEL-1), page II-45.

[19] CJCSI 1800.01A, Officer Professional Military Education Policy, 1 December 2000, page B-1.

[20] Dr. William T. Johnsen, Associate Dean for Academic Policy, USAWC. Interview by author, 10 September 2002, Carlisle, PA and information on USAWC briefing slide "Factors That Influence USAWC Class Composition".

[21] Information provided in internal documentation from USAWC Registrar's office, dated 30 July 1998.

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